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ABSTRACT

Instructions for preparation of abstracts associated with processing information for the retrieval system of the Michigan State University Regional Instructional Materials Center for Handicapped Children and Youth are given in the manual. An abstract is described as a summary of a written work's content which must provide information that both assists the user in choosing original material and provides data and terms for the computer program. Specified for preparation of abstracts are approaches to perusing material prior to writing, length limitations (250 words maximum), and writing suggestions for paragraphs, topic sentences, and descriptive sentences. Included is a page of alternate word and phrase choices to aid abstractors in avoiding trite phrases, overworked verbs, literary effusions, and biases. Detailed instructions, and sample abstracts and forms are given for the following categories of instructional material: audio visual and curriculum materials, printed documents, equipment journals, and large type materials. A library form lists descriptor terms used in information retrieval. (For related information, see EC 052 049 and EC 052 050). (MC)

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ED 078606

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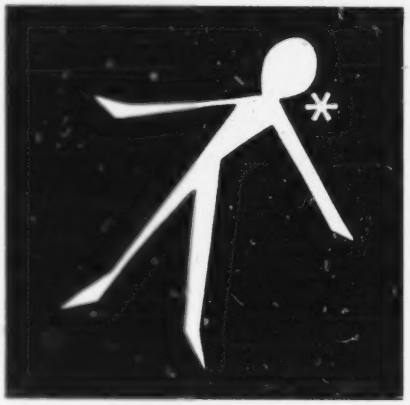

USOE/MSU
REGIONAL
INSTRUCTIONAL
MATERIALS
CENTER FOR
HANDICAPPED
CHILDREN
AND YOUTH

ABSTRACTORS MANUAL

Technical Papers of the Center No. 1

Cooperating with State Departments of Education — Michigan-Indiana-Ohio
*Member Instructional Materials Network for Handicapped Children and Youth
U.S. Office of Education — Bureau of Education for the Handicapped

EC 052 048

ED 078606

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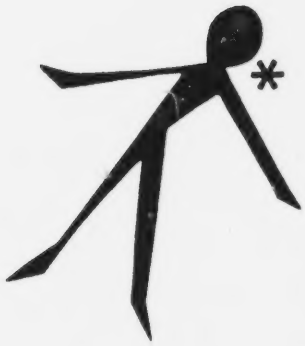

ABSTRACTORS MANUAL

January, 1970, 4th Edition

Carl F. Oldsen, Librarian
and Coordinator of
Information Systems

USOE/MSU Regional Instructional Materials Center for Handicapped Children & Youth

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***Member Instructional Materials Network for Handicapped Children and Youth**
U.S. Office of Education — Bureau of Education for the Handicapped

Preface

This manual explains the use of forms and techniques needed to prepare information for the IMC-HCY information retrieval system. An abstract must be prepared for each individual item acquired by the Center to fully utilize the Basic Indexing and Retrieval System (BIRS)[1] now being used. This booklet is the result of what has been learned to date in preparing over 3500 abstracts of audio-visual materials, curriculum materials, professional documents, educational equipment, and journal literature. It also contains passages from the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.[2]

Other manuals are available: IMC-HCY Library Procedures Manual;[3] Keypunching Manual;[4] Data Processing Manual;[5] and the over-view paper, "Regional Information Centers: A Frontier in Small Library Automation."[6]

REFERENCES

[1]Vinsonhaler, John F. "BIRS: A System of General Purpose Computer Programs for Information Retrieval in the Behavioral Sciences." Michigan State University, 1966.

[2]_____. Council for Exceptional Children Information Center, Washington, D.C., 1968.

[3]Oldsen, Carl F., and McKessey, Kay, IMC-HCY Library Procedures Manual, USOE/MSU Regional Instructional Materials Center for Handicapped Children & Youth, Michigan State University, 1969.

[4]Oldsen, Carl F., & Spagnuolo, Lenore, Keypunching Manual, Ibid

[5]Simmons, John, Data Processing Manual, Ibid

[6]Oldsen, Carl F., and Vinsonhaler, John F. "Regional Information Centers: A Frontier in Small Library Automation," in Proceedings Fifth National Colloquium on Information Retrieval. 3 I Press, Philadelphia, 1968.

GENERAL INSTRUCTIONS

Abstracting is the art of summarizing the contents of a written work. For our purposes this includes selected audio visual aids, curriculum materials, professional documents, educational equipment and journal literature.

The two primary purposes of our abstracts are to provide information that will assist the user in deciding whether to examine the original item, and to provide data for the computer programs to extract descriptive terms for our information retrieval system.

While there are many types of abstracts, TICA-3[1] a selective type of abstract is best suited for our needs, since it emphasizes information of interest to particular groups of the IMC's clientele.

Although the preparation of a good abstract demands abilities of a high order, it can constitute excellent training for whatever field the student plans to enter. For effective results it is highly desirable that the abstractor adopt a uniform method of preparing abstracts. The following guidelines and forms are designed to make the procedure concise and to encourage a writing habit that is conducive to preparing quality abstracts.

Uniformity should extend even to the methods of indenting and the visual break up of the material, since a solid page of typewritten material is less inviting to read. Accepted rules about paragraph writing must be followed, especially those regarding coherence and unity. Generally, the first sentence states the topic and because it occupies this strategic position, it should be

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[1] Elias, Arthur, Editor. Technical Information Center Administration 3, pp. 27-44, Spartan Books, 1967.

as full and accurate a statement as possible of one of the following: (1) what the article says, (2) what the total subject and scope of the document is, or (3) what the author's purpose is in writing the document.

The next paragraph describes the contents of the document, such as pertinent subjects covered, research methods used and conclusions drawn. The abstractor should use as many sources of reference materials as are available, including publisher's catalogs, sales brochures, manufacturer's literature, manuals and the item itself. Care should be taken, however, not to quote directly from any literature, but rather to express the information in the abstractor's own words. Useful in gathering information is the book jacket which sometimes gives a pertinent account of the document. The table of contents with a sentence or two about each major heading can help in furnishing the required balance for the abstract. Also helpful are any summaries at the ends of chapters or at the book's conclusion. Check the beginning of each chapter or section for important information, usually designated by one of the following:

A. Boldface (heavy type)
B. Abstract
C. Summary
D. Conclusion
E. First Paragraph
F. Last Paragraph

A final paragraph should be the author's and not the abstractor's interpretation. It may be either the author's specific answers to the problem or his theoretical and/or practical conclusions. The abstractor should always avoid using his own qualifying words, such as "excellent," "unusual," and "thorough." It must be clear that any conclusions or implications stated are those of the author. While a background of professional knowledge and interest can be an asset to the abstractor, it can also be a block to objectivity. It must be assumed that the potential user of the system is in search of factual information, not the judgment or professional opinion of the abstractor.

A common defect in the preparation of an abstract is the overemphasis of incidental and minor details. Some attention, therefore, should be given to the relative proportions and importance of the material to be included. Correct word choice (see page 4) and sentence structure will help to make your meaning immediately clear to the reader.

In general, the best procedure in preparing an abstract is to read or peruse the item briefly to get an impression of its content, and make appropriate notes. Then reorganize these notes and write the abstract. A major pitfall to be avoided is beginning each paragraph or sentence with "This book," "The book," "This article," "It is suggested that...," or "It was found that...," or "It was reported that..." Abstracts in which most sentences end with "...are discussed" and "...are given," are equally ineffective. Try inverting the sentence to say, for example, "Blindness is the major subject dealt with in this book," rather than "This book is about blindness." Try also "The subject of this book...," "A main concern...," "The primary focus..." The tables on page 4 furnish phrases and beginning words to help in this matter.

The abstractor should use complete sentences and present the material briefly rather than in a flowing literary style. Through the intellegent use of transitional words and phrases, one can avoid writing a paragraph that is nothing more than a series of sentences, each one summarizing a separate topic in the document. Try not to use words in the abstract which are already in the title.

If acronyms are used, the full wording represented should be written out the first time it appears; e.g., "American Educational Research Association (AERA)." Letters in acronyms are not separated by periods, and an acronym should not be given if the full name or title will appear only once in the abstract.

Abstracts are normally limited to 250 words, including the information on the abstract form. If an abstract contains more than 250 words, modifying words (adjectives, adverbs) and other less important words should be deleted, as conciseness in the abstract is of paramount importance.

The following tables are intended to jog your thinking about writing more concise abstracts.

Do you mean this?	Or this?
Basically	Essentially
Occur	Transpire
Infer	Imply
Oral	Verbal
Capacity	Ability
Degenerate	Deteriorate
Apparent	Evident
Presume	Assume

Avoid trite words and some of the overworked terms in present day usage.

Instead of this	Try this
Implement	Carry out
Utilize	Use
Activate	Begin
Indicate	Show
Optimum	Best
Vital	Important
Investigate	Study
Profile	Outline
Terminate	End (stop)

Save words, as in the examples below.

Instead of this	Try this
Experience has indicated that	Learned
In spite of the fact that	Although
On the other hand	But
In the event of	If
In the majority of instances	Usually
In a manner similar to	Like
Is responsible for selecting	Selects

Suggested beginning words:

Analyzes	Contains	Emphasizes	Lists	Seeks
Appeals for	Criticizes	Estimates	Outlines	Sets up
Argues	Deals with	Examines	Points out	Shows
Attempts	Defines	Explains	Portrays	States
Calls attention to	Describes	Gives	Presents	Studies
Cites	Details	Includes	Recommends	Suggests
Compares	Devises	Indicates	Redefines	Summarizes
Considers	Discusses	Involves	Reviews	Tabulates

Checked _____

Keypunched _____

USOE/MSU IMC-HCY ABSTRACT FORM
AUDIO-VISUAL

-- PRINT OR TYPE ALL INFORMATION --

Date 10/29/69 Audio-Visual Number *A-V 1409
Obtain from Abstract Schedule Sheet

-- Obtain All Information for Fields 1-8 from the Shelflist Printout --

FIELD 1 *AUTHOR(S) - if available Saleh (Last Name) Harold J. Compiler (Frist Name)

FIELD 2 *TITLE Sights and Sounds

FIELD 3 *PUBLISHER/SOURCE Captioned Films for the Deaf

FIELD 4 *COPYRIGHT 1968

FIELD 5 *PRICE $ 49.50 for 22 items and manual
Number of items (as 3 records)

FIELD 6 *A-V 1409

FIELD 7 *CATEGORY HH

FIELD 8 *HCY-IMC

FIELD 9 *CONTENT. Specific instructions for preparing Audio-visual Abstracts are listed on the reverse side of this form.

FIELD 10 *DESCRIPTORS, on separate sheet.

AUDIO-VISUAL ABSTRACT FORM

_____
ABSTRACTOR SIGN HERE

250
TOTAL WORDS in bibliographic data and abstract. MAXIMUM - 250 words.

Attach all items and staple together in this order:

1. Abstract Form
2. Abstract Text
3. Descriptor Form

.15m

Specific Instructions for Audio-Visual Abstracts

Your abstract should contain the following information:

The trade name of the item and the type of equipment, (e.g., Audiotronics tape recorder).

The physical description of the item including the size, weight, color, use of knobs and/or dials. This should not be technical in nature and need not be extremely detailed.

The general and specific uses of the item including which curricular area(s), disability area(s) and grade levels it was intended or could be used for.

For additional information see page 33 of the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.

Consult the Publishers File for the vendors brochures and literature on this item.

USOE/MSU IMC-HCY
Representative Audio-Visual Abstract

Content. Six filmstrips, six 33 1/3 rpm synchronized records, and 10 loose-leaf test booklets with 14 clear acetate laminated pages make up this kit. Also included is a teacher's manual containing instructions and a complete copy of the pupil's test booklet.

This material, designed to develop auditory perception in kindergarten and primary hearing impaired children, would also be useful with the neurologically impaired. Use of auditory and visual association is stressed in this kit, which presents gross noises and sounds associated with the circus, home, a band concert, city, farm, and Christmas. The story content is presented twice in each filmstrip. The teacher may use either the first version, in which captions duplicate the record narration, or the second version containing no captions for those too young to read or for those distracted by printed matter. Six review frames at the end of each version contain twelve selected sounds from the story, which will be used later for testing purposes. Each two-page spread in the test booklet has pictures for the twelve review sounds which duplicate the filmstrip pictures. The pupils record their responses with a grease-base pencil or a crayon, which can be wiped off. On each record the first band of side A contains the complete filmstrip narration and sound effects. The 12 test sounds are presented in different order on the second and third bands. If the teacher chooses, side B, which contains one test sound per band, may be used for testing. On side B there is a locked groove at the end of each band which prevents the record from progressing to the next band unless moved by the teacher.

Checked _____

Keypunched _____

USOE/MSU IMC-HCY ABSTRACT FORM
CURRICULUM MATERIALS

-- PRINT OR TYPE ALL INFORMATION --

Date 10/29/69 Curriculum Material Number *CM 1304
Obtain from Abstract Schedule Sheet

-- Obtain All Information for Fields 1-8 from the Shelflist Printout --

FIELD 1 *AUTHOR(S) Edgington O.R.
Last Name First

Last Name First

FIELD 2 *TITLE Curriculum Guide for Teachers of Slow Learning Children

FIELD 3 *PUBLISHER/SOURCE Cincinnati, Ohio Public Schools

FIELD 4 *COPYRIGHT 1964 EDITION _____
if given

FIELD 5 *PAGINATION (if book) or number of items 394 P.
or/for
*PRICE (if other) $ 3.50

FIELD 6 *CM 1304

FIELD 7 *CATEGORY MR

FIELD 8 *HCY-IMC

FIELD 9 *CONTENT. Specific instructions for preparing Curriculum Material Abstracts are listed on the reverse side of this form.

FIELD 10 *DESCRIPTORS, on separate sheet.

_____ 175
ABSTRACTOR SIGN HERE TOTAL WORDS in bibliographic data and abstract. MAXIMUM - 250 words.

Attach all items and staple together in this order:

1. Abstract Form
2. Abstract Text
3. Descriptor Form

Specific Instructions for Curriculum Material Abstracts

Your abstract should contain the following information:

The type of material it is, (e.g., textbook, guidebook, workbook, teacher's manual and format used). Educational and interest areas covered, the subject and/or content area for which it is intended, and whether it is developmental, supplementary or remedial text material.

Pay particular attention to type size and its suitability for partially seeing children.

For additional information see pages 20-23 of the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.

Consult the Publishers File for the vendors brochures and literature on this item.

USOE/MSU IMC-HCY

Representative Curriculum Materials Abstract

Content. Assembled for teachers of Educable Mentally Retarded Children, this curriculum guide establishes as its goals of education to provide experiences which contribute to healthy emotional and social development, by developing the skill subjects, enabling the child to recognize his limitations and abilities, and training him realistically for adult life.

The guide is organized in terms of grade levels: primary, intermediate, junior high, senior high. The curriculum for each level centers around problems which the child must handle both in childhood and adulthood. These subject areas were designated as: citizenship, home and family, travel and recreation, communication, safety, food, clothing, health, and occupational adequacy, for each subject area. The guide outlines the objectives, plan of presentation, content and suggested activities. It provides some preliminary hints to the teacher and a brief description of the child, and concludes by supplying lists of basic curriculum materials and supplementary materials for the different grade divisions.

Checked _____

Keypunched _____

USOE/MSU IMC-HCY ABSTRACT FORM
DOCUMENTS

-- PRINT OR TYPE ALL INFORMATION --

Date 7/11/68 Document Number *D 1712
Obtain from Abstract Schedule Sheet

-- Obtain All Information for Fields 1-8 from the Shelflist Printout --

FIELD 1 *AUTHOR(S) Ilg (Last Name) Francis (First) and
Ames (Last Name) Louise (First)

FIELD 2 *TITLE School Readiness, Behavior Tests used at the Gesell Institute

FIELD 3 *PUBLISHER/SOURCE Harper and Row

FIELD 4 *COPYRIGHT 1964 EDITION _____ if given

FIELD 5 *PAGINATION 396 P.

FIELD 6 *D 1712

FIELD 7 *CATEGORY SE

FIELD 8 *HCY-IMC

FIELD 9 *CONTENT. Specific instructions for preparing Document abstracts are listed on the reverse side of this form.

FIELD 10 *DESCRIPTORS, on separate sheet.

_____ 239
ABSTRACTOR SIGN HERE TOTAL WORDS in bibliographic data and abstract. MAXIMUM - 250 words.

Attach all items and staple together in this order:

1. Abstract Form
2. Abstract Text
3. Descriptor Form

DOCUMENTS ABSTRACT FORM

Specific Instructions for Document Abstracts

PROFESSIONAL TEXTBOOK abstracts designed for professional preparation and use should state the intended audience, topic areas covered, type of illustrative material used, and number of bibliographic or reference items. In some cases chapter titles may serve to indicate the book's scope. However, if there are numerous relatively nonspecific titles, the abstractor should indicate scope by listing the topics covered.

CONFERENCE PROCEEDINGS and OTHER MULTIPLE AUTHOR DOCUMENT abstracts should contain a statement of the subject and scope of the collection and a listing of authors and titles of individual papers. If there are too many articles to list, broad subject areas should be discerned and the articles described by groups.

BIBLIOGRAPHY abstracts should contain, (1) subjects included, (2) number of citations, (3) dates of materials (earliest to latest), (4) types of materials listed, and (5) potential users or target audience. If annotations are included, this should be noted.

RESEARCH DOCUMENT abstracts should contain, (1) objectives and hypotheses, (2) number and characteristics of subjects used, (3) methodology, (4) findings, types of statistical analyses, and levels of confidence of significant results, and (5) specific conclusions, implications, or recommendations for further research.

PROGRAM DESCRIPTIONS and ADMINISTRATIVE REPORT abstracts should contain, (1) objectives of the probram and identification of the target publication, (2) types of special teachers and other personnel and numbers of classes or students involved, (3) means or suggested means of carrying out the program, including any sort of community participation or publicity efforts, (4) special methods used to overcome problems, and (5) to date progress of the program with expected changes in future plans, or, if the program has been completed, conclusions or evaluations of the program's effectiveness.

SPEECHES, STATEMENTS OF OPINION, and DISCUSSIONS OF GENERAL ISSUES abstracts should contain the main theme, the issues discussed, and the author's point of view.

For additional information see pages 5-7 of the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.

USOE/MSU IMC-HCY

Representative Printed Documents Abstract

Content. The specific concern of this book is to present a developmental examination of the child that will reveal him as a total individual, telling about his level and method of growing and his state of readiness for the different stages of the educative process. Regardless of chronological age, it is considered that a child's performance needs to be at the 5-year-old level before he enters kindergarten, therefore criteria of school entrance and correct grade placement are vital.

Part II proposes a developmental examination (using techniques developed at the Gesell Institute and standardized on a population of New Haven school children between 5 - 10 years) that takes about half an hour and allows for easy spontaneity between child and examiner. An interview is followed by paper and pencil tests, copy forms, incomplete man, right and left, and visual tests. Part III gives a specific picture of each age from 5 - 10 years; and Part IV is addressed to the relationships between parents and educators, and the need for them to be brought together to look at the child as he <u>is</u> and not as they want him to be.

Appendices give details of tables and basic data regarding subjects, sex and group differences, the Rorscharch test, and samples of test record forms.

Checked _____

Keypunched _____

USOE/MSU IMC-HCY ABSTRACT FORM
EQUIPMENT

-- PRINT OR TYPE ALL INFORMATION --

Date 10/29/69 Equipment Number *E 2330
Obtain from Abstract Schedule Sheet

-- Obtain All Information for Fields 1-8 from the Shelflist Printout --

FIELD 1 *NONE

FIELD 2 *ITEM NAME Peabody Language Development Kit Level P

FIELD 3 *PUBLISHER/SOURCE American Guidance Service

FIELD 4 *196 7

FIELD 5 *PRICE $ 125.00 (complete)

FIELD 6 *E 2330

FIELD 7 *CATEGORY SE

FIELD 8 *HCY-IMC

FIELD 9 *CONTENT. Specific instructions for preparing Equipment abstracts are listed on the reverse side of this form.

FIELD 10 *DESCRIPTORS, on separate sheet.

_____ 250
ABSTRACTOR SIGN HERE TOTAL WORDS in equipment data and description. MAXIMUM - 250 words.

Attach all items and staple together in this order:

1. Abstract Form
2. Abstract Text
3. Descriptor Form

EQUIPMENT ABSTRACT FORM

.25m

Specific Instructions for Equipment Abstracts

Your abstract should contain the following infromation:

The title of the item (obtained from the item, container or literature). The type of material such as an instructional game or toy, puzzle, model, chart, musical instrument. Give a complete physical description including size, weight, color, how packaged and the use of any knobs and dials. This should not be technical in nature and need not be extremely detailed. Educational or interest level and applicable content areas for which it is intended by the manufacturer. For which disability areas (if any) it was intended and pertinent grade levels if noted. Also note any prepared materials that come with the item, or whether you make your own. If this information is not supplied, please note.

For additional information see pages 29-30 of the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.

Consult the Publishers File for the vendors brochures and literature on this item.

USOE/MSU IMC-HCY
Representative Equipment Abstract

Content. Included in the Peabody Kit for Level P are a manual, 396 regular-sized stimulus cards in full color (covering the topics of animals, clothing, facial discrimination, food, household, number concepts, people, toys, visual closure, and V. P. Mooney); 20 family and home cards; 6 large story posters; 6 plastic-coated music cards with songs on records; 240 plastic color chips which will clip together; 3 puppets made of cloth and soft plastic; and cloth P. Mooney bag; 1 P. Mooney stick for the zylophone; 2 solid manikins (a boy and a girl), 1 disassembled manikin; 21 life-sized plastic fruits and vegetables; 45 plastic covered magnetic geometric shapes; 22 plastic covered magnetic strips; 10 (7 inch 33 1/3 rpm) recordings of songs and stories; and one zylophone. The contents are stored in 2 metal boxes. Not included, but needed, is a record player.

The stress of the Peabody Kit is on overall oral language development and involves reception using the three key sense modalities of sight, hearing, touch, vocal and motor expression, and the cognitive divergent, convergent, and associative processes. Also emphasized are patterns of syntax and simple grammar. The manual outlines 180 lessons sequenced by difficulty. Each daily lesson is usually given in two parts. The lessons are readiness activities and do not require the child to read or write. Desadvantaged urban and rural kindergarten children were the focus for the development of the Level P Kit and the material is geared to the mental ages of 3 to 5. This mental age allows it to be used with gifted and average 3 and 4 year olds, disadvantaged children in kindergarten, young school age educable retarded, pre-teen trainable retarded, primary classes for emotionally disturbed and brain-damaged, in the beginning stages of speech therapy, and can be modified for teaching English as a second language.

Checked _____

Keypunched _____

USOE/MSU IMC-HCY ABSTRACT FORM
JOURNALS

-- PRINT OR TYPE ALL INFORMATION --

Date 2/19/68 Journal Number *J 1840
Obtain from Abstract Schedule Sheet

FIELD 1 *PERSONAL AUTHOR(S) Tarjan George
Last Name First

Last Name First

FIELD 2 *JOURNAL ARTICLE TITLE The Role of Residential Care-Past, Present, and Future

FIELD 3 *TITLE OF JOURNAL Mental Retardation

FIELD 4 *ISSUE DATE December 1966 4 6
monthly - quarterly year volume # issue #

FIELD 5 *PAGE NUMBERS 4 - 8 Example 89-94

FIELD 6 *J 1840 leave blank unless otherwise noted

FIELD 7 *CATEGORY VH

FIELD 8 *HCY-IMC

FIELD 9 *CONTENT. Specific instructions for preparing Journal abstracts are listed on the reverse side of this form.

FIELD 10 *DESCRIPTORS, on separate sheet.

_____ 125
ABSTRACTOR SIGN HERE TOTAL WORDS in bibliographic data and abstract. MAXIMUM - 250 words.

Attach all items and staple together in this order:

1. Bibliographic-Order Sheet
2. Abstract Text
3. Descriptor Form

JOURNAL ABSTRACT FORM

Specific Instructions for Journal Abstracts

RESEARCH DOCUMENT abstracts should contain, (1) objectives and hypotheses, (2) number and characteristics of subjects used, (3) methodology, (4) findings, types of statistical analyses, and levels of confidence of significant results, and (5) specific conclusions, implications, or recommendations for further research.

SPEECHES, STATEMENTS OF OPINION, and DISCUSSIONS OF GENERAL ISSUES abstracts should contain the main theme, the issues discussed, and the author's point of view.

PROGRAM DESCRIPTIONS and ADMINISTRATIVE REPORT abstracts should contain, (1) objectives of the program and identification of the target publication, (2) types of special teachers and other personnel and numbers of classes or students involved, (3) means or suggested means of carrying out the program, including any sort of community participation or publicity efforts, (4) special methods used to overcome problems, and (5) to date progress of the program with expected changes in future plans, or, if the program has been completed, conclusions or evaluations of the program's effectiveness.

CONFERENCE PROCEEDINGS and OTHER MULTIPLE AUTHOR DOCUMENT abstracts should contain a statement of the subject and scope of the collection and a listing of authors and titles of individual papers. If there are too many articles to list, broad subject areas should be discerned and the articles described by groups.

For additional information see pages 5-7 of the SEIMC Guidelines for Abstracting and Indexing Professional Literature and Instructional Materials.

USOE/MSU IMC-HCY

Representative Journals Abstract

Content. Against a historical background, this paper reviews the present mission and program components of institutions. The present is seen as a period of transition, with the ultimate aim that program development in the institution and in the community evolve in parallel fashion. Admission to an institution is seen as a failure of the retarded person, of the family or of the community.

The goal of the institution is the maximum growth of the individual, his independence and his return to the community. Residential treatment requires a well-trained staff and an environment which resembles community life rather than a sterile atmosphere. It must incorporate a school program and treatment programs such as psychiatry, neurology and other medical programs. Future emphasis will encourage institutions of smaller population to be formed, as well as programs of extramural activities, or part-time and short-stay hospitalization, and formalized affiliations with other community resources.

OSOE/MSU IMC-HCY LIBRARY DESCRIPTOR FORM

Keypunched _____

DIRECTIONS: The following terms are to be used as descriptors for disability, grade level, curricular area and type of material. When applicable CIRCLE the descriptor(s) that are pertinent. Do not add terms to this sheet; use the green additional descriptor slip for such instances, as they will be ignored for keypunching purposes if written on this sheet. Circle only CAPITALIZED terms.

Abstract No. _____

DISABILITY AREA

CHRONIC - use for health impaired, homebound, hospitalized
ORTHOPEDIC - use for crippled and cerebral palsied
LEARNING DISABILITIES - use for Neurologically Impaired and Brain-Injured
EMOTIONALLY DISTURBED
MALADJUSTED - use for Socially Maladjusted
GIFTED
HANDICAPPED - use when item has applications in all areas of special education
HARD OF HEARING
DEAF
RETARDED - use when applicable to both Trainable and Educable areas
  EDUCABLE
  TRAINABLE
MULTIPLE - use for multiple handicaps, such as BLIND/RETARDED
SPEECH IMPAIRED
BLIND
PARTIALLY SEEING
DEAF-BLIND
SLOW-LEARNING

CURRICULAR AREA

ART
BUSINESS
CRAFTS
DAILY LIVING SKILLS
DRAMATICS
DRIVER EDUCATION
ENGLISH
FOREIGN LANGUAGE
GAMES
GEOGRAPHY
GEOMETRY
GUIDANCE
HANDWRITING
HEALTH
HISTORY
HOBBIES
HOME ECONOMICS
HYGIENE
INDUSTRIAL ARTS
LANGUAGE
LITERATURE
MATHEMATICS
MOBILITY
MUSIC
OCCUPATIONS
ORIENTATION
PHYSICAL EDUCATION
READINESS
READING
RECREATION
SCIENCE
SEX EDUCATION
SOCIAL STUDIES
SPEECH
SPELLING
TESTS
TRAVEL
TYPEWRITING
VOCATIONS
WOODWORKING
WORK-STUDY

GRADE LEVEL

PRESCHOOL	
PRIMARY	K-3
ELEMENTARY	4-6, use for Intermediate MR
JUNIOR HIGH	7-9, use for Junior High MR
SECONDARY	10-12, use for Secondary MR
ADULT	

TYPE OF MATERIAL

AUDIOVISUAL
CURRICULUM
EQUIPMENT
JOURNALS
PROFESSIONAL (Documents)

Form 7, 6-15-69, .5m

DESCRIPTOR FORM

Checked _____

Keypunched _____

USOE/MSU IMC-HCY ABSTRACT FORM
LARGE TYPE MATERIALS

-- PRINT OR TYPE ALL INFORMATION --

DATE _____ Item Number D or CM _____
Obtain from Abstract Schedule Sheet

*Printed in large type, (_____ point), for use by partially sighted or low
Type size
vision readers, this edition of _____

_____ would be useful for, (circle those that apply:) CHILDREN at the,
PRESCHOOL, PRIMARY, ELEMENTARY, JUNIOR, SECONDARY levels and/or by ADULTS.

_____

_____

_____

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In the space above make a brief comment on the contents of the book.

_____ _____
ABSTRACTOR SIGN HERE TOTAL WORDS

Attach all items and staple together in this order:

1. Abstract Form for Large Type Materials
2. Descriptor Form

LARGE TYPE MATERIALS ABSTRACT FORM